MRS. GAWLIK/MRS. CACHIA December 8-12, 2014

**Monday, December 15, 2014 and Tuesday December 16**

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| **Content Standard:**  **Understand the connections between proportional relationships, lines, and linear equations.**   * 8.GB.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate grid. | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| **Content Objective:**  I can demonstrate application of the Pythagorean Theorem by finding the distance between two points using a coordinate grid. | **Language Objective:**  I can read pages 10 and 11, and orally discuss with my classmates the relationship between driving and flying using the coordinate grid on page10 to answer questions on page11 |
| * TARGET STATEMENT:   **I CAN** use strategies for finding the distance between two points using the coordinate grid on page 10.  **I CAN** anwser questions using the coordiante grid on page 10 to answer questions A-D on page 11. | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:** Show Launch  **MATERIALS:** Text, Problem 1.1 pages, Map of Euclid Lab sheet 1.1  Individual/Small group assessment Application Questions 1-7 p14-15 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find distances between… | |

**Wednesday, December 17, 2014**

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| * **TARGET STATEMENT**   I CAN use technology as a tool to assist me with answering questions about previous learned math concepts. |

**Thursday/Friday, December 18-19, 2014**

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| **Content Standard:**  **Understand the connections between proportional relationships, lines, and linear equations.**   * 8.G.6 Explain a proof of the Pythagorean Theorem and its converse. | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   * Attention given to visual representations of all concepts and vocabulary whenever possible. * Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools). * Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?” |
| **Content Objective:**  I can demonstrate application of the Pythagorean Theorem by finding the coordinates of other vertices. | **Language Objective:**  I can read page 12, and orally discuss with my classmates how the coordinates of endpoints of a segment help draw other lines which are parallel or perpendicular to the segment using the coordinate grid on page12 to answer questions on page12. |
| * TARGET STATEMENT:   **I CAN** use coordinates of endpoints of a segment to help draw other lines which are parallel or perpendicular to the segment. | |
| **Key Vocabulary:** |  |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:** Lab sheets/Virtual Coordinate Grapher  **MATERIALS:** Text, Problem 1.2, Lab sheet 1.2, Teaching Aid, 1.2 A-C | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that … | |